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ABSTRACT

Based on a project carried out by the Women's Bureau of the U.S. Department of Labor, this program guide provides a plan for helping women gain entrance into nontraditional industries. The guide uses as background and examples in the planning process the coal employment project that began in 1977 to make intensive efforts to help women get jobs in the coal mines of Appalachia. The 12 steps of the planning and implementation process are discussed in individual sections of the guide: (1) assess the need for a program and document the facts; (2) develop media strategies; (3) structure the organization and develop the program framework; (4) develop a proposal and seek funding; (5) establish an advocacy position; (6) develop support networks; (7) design training components; (8) develop and collect training materials; (9) recruit and screen applicants; (10) conduct the training; (11) assist in finding jobs; and (12) provide ongoing support. Appendixes to the guide provide: suggestions for developing a nonsexist training program, a contents outline of the coal mine project training manual, information on local mines (form), checklist of suggestions for making job application at coal mines, and a job application form. (KC)

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The Coal Employment Project—How Women Can Make Breakthroughs into Nontraditional Industries

U.S. Department of Labor
Office of the Secretary
Women's Bureau
1985

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The Coal Employment Project—How Women Can Make Breakthroughs into Nontraditional Industries

U.S. Department of Labor
William E. Brock, Secretary

Women's Bureau
Lenora Cole Alexander, Director

1985

FOREWORD

The Women's Bureau, in response to its congressional mandate of 1920, works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women and work to support development of programs that enhance women's job skills and employment potential. Various approaches to training and awareness building have been sought and utilized. For several years, the Bureau obtained funds from the U.S. Department of Labor's Employment and Training Administration to develop projects which explore ways to expand training and job opportunities for women. The projects had a twofold objective: to increase the base of knowledge about specific employment-related needs of women and to demonstrate better techniques in meeting those needs.

During the last several years, the Bureau has completed nearly two dozen pilot projects which served such groups as rural women, single heads of households, low income women, female offenders, minority women, teen women, and displaced homemakers/mature women. The projects developed for these populations utilized innovative techniques for providing training in job skills and other employment readiness areas, job placement, support services, and information sharing through various types of networks.

The Women's Bureau has undertaken another project to maximize the impact of these successful demonstrations: the production and dissemination of descriptive models, or program guides, so that others may duplicate the initiatives. This "how-to" guide is one of a series of seven which we are sharing with communities across the country. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful.

We are pleased to share the experiences of our demonstration projects, and we hope your organization will choose to implement a program or adapt some of the concepts or components with the assistance of the Bureau's guides. Although most of the experimental projects described in the guides were implemented primarily using Department of Labor employment and training program funds, we suggest that you expand your search for funding to a variety of local sources including the business community and private foundations.

The themes of the program guides are:

Job Training in Food Services for Immigrant, Entrant, and Refugee Women
The Coal Employment Project--How Women Can Make Breakthroughs into Nontraditional Industries
National Women's Employment and Education Project (for low income women)
From Homemaking to Entrepreneurship: A Readiness Training Program
Women in Apprenticeship and Nontraditional Jobs
Employment-Focused Programs for Adolescent Mothers
Employment Programs for Rural Women

If your organization implements any of these programs, we would appreciate your sharing the experience with the Women's Bureau.

Lenora Cole Alexander

Lenora Cole Alexander
Director, Women's Bureau

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INTRODUCTION

The concept of nontraditional work for women has often focused on specific occupations rather than entire industries. But the Women's Bureau recognizes the need for women to make deeper inroads into male-intensive industries, which generally offer a variety of economically rewarding jobs exclusive of the traditional clerical or administrative support work. The Bureau, therefore, has examined strategies for effecting systemic changes throughout an industry. Such breakthroughs require a comprehensive approach to achieve changes in the attitudes and practices of both management and labor, to build stamina as well as skills into training components, and to garner active support for the women who pioneer in these fields.

Removing barriers throughout an industry opens up large-scale opportunities for women to move toward economic equity, because most women still work in the Nation's lowest paying industries. An analysis of industries by the Bureau of Labor Statistics, which ranked them from high to low according to the percentage of female employees, shows a high inverse relationship by average earnings. Those industries with a high percentage of female employees tend to have low average earnings. Using 1982 data, a ranking of 52 industries shows that the apparel and other textile products industry has the highest percentage of women employees--82 percent. Although it ranks No. 1 in female employment, it ranks 50th in average earnings--$5.18 an hour. In contrast, the bituminous coal and lignite mining industry ranks No. 52, with the percentage of female employees at 5 percent, but it ranks 1st in average earnings of $13.05 an hour.

In spite of the occupational progress women have made by moving into nontraditional jobs, their continued concentration in particular industries is an important factor--and a limiting one--in the overall economic progress women have made. Further, the training of women who seek to enter blue-collar, male-intensive industries such as coal mining requires special built-in sensitivities, i.e., awareness of the need for familiarizing them with the unique worksite underground and with special tools and equipment, and for development of body strength, crucial safety and health measures, and ways to cope with sexual harassment on the job. To address these concerns, the Women's Bureau secured employment and training funds for a special initiative to improve opportunities for women who sought jobs in the nontraditional, or predominantly male, coal mining industry. The experiences of the Coal Employment Project (CEP), the contractor that developed and implemented the training program for the Women's Bureau, are chronicled in this program guide.

This program model is not necessarily intended to spur the establishment of similar programs for coal mining women, because

CEP continues to reach out to women around the Nation, giving them support and sharing information on issues related to coal mining. Rather, the Bureau is offering this guide, based on the CEP experience, because of similarities in the coal mining industry which strike a parallel with other industries where few women have been employed.

Although the examples in this guide relate to the industry of coal mining (where in 1984 only 5.4 percent of the 197,000 workers were women), the principles can be adopted to help women make breakthroughs in other mining industries such as oil and gas extraction, where in 1984 only 15 percent of the 613,000 workers were female; or in male-intensive industries such as primary metals where women comprise only 12 percent of the workers at steel mills, foundries, and related worksites; or in the lumber and wood products industry where the proportion of women employed reached only 15 percent in 1984. Another area where the concepts of this program might be applicable is the shipbuilding industry, which historically has employed few women except during wartime emergencies or in a few isolated instances to meet affirmative action goals. The process for influencing change in an entire industry is also useful for effecting change to open nontraditional occupations within various industries. Such change is of particular importance where a dominant industry or occupation provides the major source of jobs that pay decent wages, as in the case of coal mining in the area covered by CEP.

The methodical steps taken by CEP, from awareness and understanding of the problem to the inception of a training program to the training and placement of women in coal mining jobs, are outlined here. The process for development and implementation of a program begins with recognizing and documenting the need, thus gaining insight into the issues in order to establish the basis for organized action. The subsequent steps cover ways to generate media attention which gives visibility to the issues and program purposes; the importance of achieving support from unions, Federal and State agencies, other women, and the community at large; obtaining support from employers; ways to locate funds for operating a program; how to structure an organization; techniques for designing a training program including the development of training materials; and how to recruit, train, and place women in coal mining jobs.

BACKGROUND ON THE COAL EMPLOYMENT PROJECT

The Coal Employment Project (originally named the East Tennessee Research Corp.), located in Oak Ridge, Tennessee, was created in 1977 as a demonstration effort in a five-county area of Tennessee in which coal mining is a major industry--Anderson, Campbell, Claiborne, Morgan, and Scott counties. Because histori-

cal patterns of discrimination denied women opportunities for employment in Appalachia's dominant industry, CEP was launched as an advocate for addressing the issue. CEP was born, however, out of an act of sex discrimination which denied a woman the right even to visit a mine. When staff members from two public interest groups based in the Tennessee coal region needed to tour an underground mine to better understand deep mining operations, they approached a local mine operator who readily agreed to arrange a tour. The groups were required to submit in advance the names of the individuals who planned to go on the tour--a standard procedure to assure that coal companies get waivers signed to protect them from liability suits. Seeing the name of a female staff member on that tour list, the mine operator advised the director of the East Tennessee Research Corp. (ETRC), one of the interest groups, that the woman could not go on the tour "because the men would walk out; the mine would shut down."

The men went on the tour and the woman did not, but the issue did not die. The groups quickly concluded that if local mine operators would not even let a woman go on tour, they would not be likely to hire a woman in a coal mining job. It was further concluded that if the coal industry, which dominates Appalachia and is one of the Nation's largest growth industries, continued a pattern of systemic discrimination against women, women would not gain economic equality in the area. There had to be a remedy for such blatant discrimination.

Shortly thereafter, the ETRC director sought the help of a volunteer who researched the issue, and determined that there were Federal laws prohibiting such discrimination, specifically Title VII of the Civil Rights Act of 1964, as amended, and Executive Order 11246, as amended. The latter seemed particularly important since it prohibited, with few exceptions, companies which have Federal contracts from discriminating in hiring on the basis of sex, among other things, and it was clear that almost all of the larger coal companies have Federal contracts. Especially relevant was the fact that the Tennessee Valley Authority (TVA), a Federal agency based in Knoxville, Tennessee, is the Nation's largest single purchaser of coal. It was determined also that the Department of the Interior and the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) were primarily responsible for enforcing Executive Order 11246.

A first task of CEP was to research and document employment practices in the industry, and the study demonstrated the extent of sex discrimination. At that time, the latest available Federal records indicated that 96.8 percent of all persons who worked in the coal industry--including secretaries and file clerks--were men, and that 99.8 percent of all coal miners in the Nation were men. The background paper prepared by CEP became the impetus for its advocacy and technical assistance to community groups and for its outreach to individual women interested in coal mining jobs.

After the study was completed, however, two questions were particularly germane: (1) if mining jobs were available to women would there be many women interested in the jobs? and (2) would the physical demands of coal mining be too difficult for the average woman? The answers, sought by talking to men and women in the coal areas of Tennessee and Kentucky, were that numbers of women would indeed be interested in coal mining jobs, and that since coal mining had become so mechanized most women would not have difficulty doing the job well, especially after receiving adequate training.

There were other reasons why a thrust was needed to open options for women. Coal was then a major growth industry, with the Federal Government projecting as many as 45,000 new coal mining jobs each year until 1985. Also, the issue was important in Appalachia because coal mining jobs generally were the only well paying jobs; at that time the average starting wage was $60 a day.

Following CEP's first phase of gathering background knowledge of the situation in Appalachia and of employment patterns in the industry nationwide, the Women's Bureau contracted with the Coal Employment Project to carry out two additional phases of an experimental program in the five-county area of Tennessee during 1978-80. One phase consisted of the development of a training program that responded to the particular needs of women, and the other phase called for recruitment, training, and job placement assistance. Although the numbers of women in coal mining had begun to rise nationwide--from just under 1,000 in 1977 to about 2,000 in 1978--there were many training and employment issues to be addressed by the program.

The training components were developed around a number of considerations relevant to preparing the women for a particular type of employment. In addition to the federally required safety instruction, the training included information on State and Federal antidiscrimination laws, union rights, physical development, assertiveness techniques, credit and social security rights, and panels of women miners talking about how they had handled problems of special interest to women, such as sexual harassment. State and Federal mining officials cooperated in the development of training components, and CEP also solicited and utilized information and advice from coal industry leaders, union officials, U.S. Department of Labor Mine Safety and Health Administration officials, State training instructors, and, most important, women miners.

Upon completion of the training design and the development of materials, the Bureau's experimental program targeted 20 women to receive the 2 weeks of intensive training, which was completed in the fall of 1980. CEP assisted the women in finding jobs at com-

panies contacted prior to training. A support team, which met regularly, was also one of the keys to success of the program.

The following profiles of two graduates of the training program indicate the positive outcomes.

> A divorced mother of two children did not have shoes to wear to the program when she began training. After getting a job at a coal mine, she reported to her support group that she had been able to clear $244 from a paycheck.
>
> The young mother of a small child whom she was raising by herself had limited work experience at a sawmill. After training she was employed as a parts runner for a mining company, where she reported that she was "very happy with my new job...not to mention the wages and benefits."

CEP developed a successful advocacy position on behalf of women interested in coal mining, and it did so by obtaining the support of Federal, State, and local officials who were key to effecting change--mine owners, the mine workers' union, OFCCP, TVA, and State human rights commissions, to mention some of the agencies. CEP did, of course, meet some resistance to its advocacy but persisted in its efforts through the strategies outlined in this guide.

STEPS IN DEVELOPING AND IMPLEMENTING A PROGRAM TO ASSIST WOMEN TO ENTER NONTRADITIONAL INDUSTRIES

As with any well-conceived employment and training program, the route to getting women into a nontraditional entity such as the coal mining industry follows a series of carefully planned strategies and calculated actions. The Coal Employment Project was specifically created for the purpose of addressing the coal mining issue. Such a single-purpose organization may not be necessary to replicate the program concepts in other fields. In fact, a variety of existing community-based organizations may want to undertake such a program effort targeted to other occupations or industries where barriers to the entry of women remain. But even for an established organization that intends to carry out an advocacy and training effort, some consideration of the initial processes prior to the training phase may be extremely helpful.

CEP's program reflected the classic pattern of good employment and training programs for women. The progressive steps are outlined below. Some of the suggested steps are optional, and others may vary in sequence as well as function when adapted to local situations.

- Assess the need for a program and document the facts to establish the basis for programmatic action.

- Develop media strategies to publicize the findings and to engender interest in and support for future steps.

- Structure the organization and develop the program framework--at least on paper at this point--by first defining the program areas to be covered, the goals and objectives, the types of expertise needed, and the minimal number of staff required to launch an education or training program. Keep a view of options to change the program structure if necessary or to increase staff as needed. Consider the use of volunteers and part-time staff where possible.

- Develop a proposal and seek funding from a variety of sources. Appeal to public as well as private agencies and foundations.

- Establish an advocacy position on behalf of women and with the support of industry, union, and government officials; community organizations; and individual women.

- Develop support networks of groups and individuals to assist the effort.

- Design training components based on careful study and practical advice about the most efficient and timely process for responding to the training needs of the women as well as to the job requirements of companies.

- Develop and collect training materials to implement the training components through realistic and innovative exercises or activities; this would include teaching aids as well as participant handouts.

- Recruit and screen applicants to participate in the training program and become employed.

- Conduct the training, providing women with proper certification for work and with self-confidence that they can do the job.

- Assist in finding jobs by giving tips to women on how to do their own job search and by following up on the earlier laid groundwork whereby employers were asked to hire the newly trained women who want or need jobs.

- Provide ongoing support as needed to assist with placement followup or with other job-related needs, and to give continuous encouragement to the women, especially through the early, and possibly difficult, days of employment.

These 12 steps are discussed in more detail in the following sections. The processes described or recommended are based on experiences of the Coal Employment Project.

Assess the Need for a Program and Document the Facts

Assessing the need for a program and documenting the facts are prerequisites for any good employment and training effort. However, when the program is seeking to overcome institutionalized sex discrimination in a particular industry, it is essential to be thorough and comprehensive in both literature and field research. The impetus for this initial phase may not stem from a blatant act of sex discrimination, as was the experience of CEP. It may begin with more covert examples of inequity or with an informal assessment of attitudes and gathering of data to assess needs. A practical way to start and to gain an objective view and assess local conditions and attitudes is to talk with workers in the industry, community leaders, and local women. If few women work in the occupation/industry, find out why. If this preliminary step warrants further study, undertake a research effort to gather and document facts on industry practices and relevant antidiscrimination laws.

The more formal activity for the project organizer--an individual or a committee--is a fact-finding effort to obtain credible data on needs of women workers in the area. Find out where they work, their earnings, and how their earnings, benefits, and advancement opportunities compare throughout the various industries. It is necessary also to determine what laws prohibit discrimination and then to learn how the enforcement process actually works. Identify the enforcement agencies and the persons who can explain not only how the enforcement process works but also what the complaint procedure is. Make appointments to visit the agency contacts to discuss these subjects, or invite those persons to meet with an interest group to explain how their agencies enforce the antidiscriminatory laws or regulations. This face-to-face exchange will also give these officials an understanding of the concerns at hand.

Locate printed materials on relevant laws and regulations and on the functions of enforcement agencies. Gain a basic knowledge of Title VII of the Civil Rights Act of 1964, which provides for equal employment opportunity. The law prohibits discrimination based on sex as well as race, color, religion, and national origin in all terms, conditions, or privileges of employment. An amendment covers a ban against pregnancy discrimination.

Become familiar with Executive Order 11246, which prohibits discrimination by firms contracting with the Federal Government. Find out about State and local laws relevant to employment, and learn about activities of the State/local human rights commission, particularly the types and numbers of employment-related com-

plaints filed and their outcomes. Among Federal agencies to contact are the Equal Employment Opportunity Commission (EEOC), U.S. Commission on Civil Rights, and the Office of Federal Contract Compliance Programs in the U.S. Department of Labor.

Find out how the Freedom of Information Act works, because it may be necessary to acquire the release of documents under that law. Find out what type of information the relevant agencies--Federal, State, and local--already have on file about the companies being focused upon. For example, the EEOC requires annual reports from employers of 100 or more employees indicating the makeup of their work force by sex and by race/ethnic categories. The EEO-1 survey data are reported by sex of workers under nine occupational categories and although the information excludes companies with fewer than 100 workers, the data do reflect employment patterns.

Undertake a literature search to locate what if anything has been written about the experiences of women and minorities who have jobs in the occupation or industry. Become acquainted with the industry-related companies; inquire about their application process and hiring procedures. Locate and talk with women who work in the industry to find out how they got their jobs, what problems they have faced, whether any special training would have helped them, and if they know other women or minorities in their communities who would like jobs in the industry.

When all the information has been gathered, analyzed, and synthesized, issue a documented report which sets forth the issues and problems. Be careful that it is a factual and credible document and not one based only on hearsay. Include relevant statistical data and legal actions to lend credence to the analysis. While the report, or background paper, describes the situation and calls public attention to it, it is not intended to serve as an "indictment" of a company or its executives. Make sure that the report is written and presented in a clear and understandable format for the general public; have copies printed for dissemination.

Develop Media Strategies

Using the documented report as a springboard for advocacy and action, the next step is to attract the media to help publicize the findings and convey the need for organized action. Secure the help of someone who has writing and media relations skills--perhaps a volunteer at this point--to undertake several tasks: (1) develop a media list for contacting a cross section of electronic and print media, from local dailies and radio stations to national wire services and TV networks; (2) write a news release giving highlights of the study; and (3) consider the feasibility of holding a news conference and make appropriate arrangements if one is held. Make sure the persons interviewed by the media are

knowledgeable about the contents of the report and can answer questions.

This initial visibility through media coverage will be the forerunner of future media attention, so it is especially important to use someone experienced in dealing with the media for writing news releases and articles, arranging news conferences, developing contacts, and otherwise building rapport with the media.

The nontraditional aspects of women's work, especially success stories and profiles of role models, are topics that usually attract media interest. Also, the media will probably do some investigative reporting themselves if they have documented leads about systems that are not operating as they should and are not as responsive in their services as they should be.

Positive media relationships play a large role in an advocacy group's efforts to educate the public about program development and therefore in its effectiveness in building support networks.

Structure the Organization and Develop the Program Framework

With a view toward addressing the inequities documented in the research study, a next step is to make decisions about a program to achieve that goal--its form and structure and how to get money to operate it. Develop a proposed structure for the organization outlining staff responsibilities for designing and implementing the program. Be realistic about what is to be the focus of attention and where resources will be directed. Also, be as specific as possible, yet flexible, in defining:

- Areas to be addressed,
- Methodologies for addressing the issues,
- Goals and objectives,
- Skills/expertise needed,
- Minimal number of staff required,
- Job duties of key staff.

The media visibility will no doubt have attracted persons with mutual interest and concern. This should help identify potential staff when funds become available. Make a plea also for volunteers, particularly for those with the specific skills needed, but assure all persons who want to help that their services will be used and appreciated.

Based on the CEP experience, an initial structure might include temporary positions that reflect the tasks to be undertaken at the outset, with the idea of putting a permanent staff in place later. In the planning phase, staff might include: organizer/coordinator, researcher, media specialist, employment counse-

lor, and secretary. Remember to use the options of temporary, part-time, and voluntary staff.

The following job titles and summarized duties are suggestions for a minimum level of permanent staff, based on the experience of CEP.

- Project director--In addition to overall coordination of the project, is responsible for budget control and for monitoring enforcement of relevant laws by Federal agencies, as well as compliance by companies.

- Employment coordinator--Works directly with women who want to apply for the nontraditional jobs, and with companies to assist in placing women. Screens and selects applicants for training. Develops and maintains a "buddy system," whereby women already employed in the occupation or industry serve as mentors for those who are seeking to enter or who are newly employed. Monitors the progress of the newly employed women and assists in solving any problems.

- Community education coordinator--Responsible for the development and dissemination of materials, to the public and the media, about women in the nontraditional occupation/industry, including publications and audiovisuals. Also develops materials for training purposes. Coordinates speakers' bureau, arranging visits to schools with information about specific nontraditional jobs as career options for women. Coordinates conferences and other meetings, and serves as liaison with community groups.

- Training coordinator--Responsible for developing and executing the training phase. Identifies instructors for the training components as necessary. Also trains others to become directors of their own training programs for women.

- Office manager/secretary--Handles general office duties of typing, filing, timekeeping, purchasing supplies, answering telephone, and directing callers and visitors to appropriate persons.

In addition to the small corps of key staff persons, it is usually essential to rely upon volunteers to supplement staff--unless ample funding precludes the necessity.

Newly created organizations may want to seek legal services for help with how and when to get incorporated as a nonprofit agency in the State, and then to apply for tax exempt status with the Internal Revenue Service.

Develop a Proposal and Seek Funding

Trying to obtain funding for projects, no matter how worthy, is a highly competitive process. It is helpful to undertake research to locate possible funding resources--both private and public--at local, regional, and national levels. Consult the Foundation Directory, which is available at most public libraries. It gives names and addresses of foundations, along with descriptions of the types of programs they generally fund and the size of an average grant. Another reference in the library is the U.S. Catalog of Federal Domestic Assistance, which describes programs of Federal agencies and indicates whether they provide financial and/or technical assistance.

Recognize the enormous potential that media publicity has to influence funding. It can lay groundwork to make funding sources receptive to requests. However, publicity is no substitute for thorough documentation of the need.

Generally, the path to obtaining funds begins with the development of a request for funding a proposal. The help of someone with expertise in proposal writing will be an asset. It is crucial that the proposal include the right elements--those points that the funding resource will look for to decide whether the cause is worthy of the funds and whether the organization and its program staff have the capability to carry out the program and achieve the stated objectives. Also, cost effectiveness is a matter to be addressed. Proposal guidelines suggest that enough detail be included to explain how and why an activity will be carried out, but unnecessary details that encumber the presentation should be avoided. The proposal should be well-written, well-organized, and neatly typed, with all grammar and spelling correct.

Based on CEP's experience, consider including the following segments in a funding proposal:

- Background--a general outline of why the money is needed and how it will be used. Describe innovative features that make the program different from others and possibly more effective.
- Goals--state specific outcomes expected and tasks to be completed.
- Strategies--state how the goals will be accomplished through various methodologies.
- Timetable--outline, in 1-month or 3-month blocks, what will be accomplished by when.

- Job descriptions--describe the job requirements and name who will be responsible.

- Conclusion--summarize the end result expected.

- Budget--present a layout, item by item, of how the requested dollars will be spent.

- Appendix--some relevant items to append are: a copy of letter of tax exempt status if available, letters of endorsement from persons or groups that can vouch for the program organization's capability to address an important issue, biographical sketches of the key staff who will be operating the project, sample of press clippings about the program or the problem it is trying to address.

- Summary--prepare a 1- to 2-page summary of the proposal and place it on top of the detailed proposal. This will give the funding source an idea of the contents without having to first read the details. Highlight innovative concepts.

Send the proposal to a number of potential funding sources, and maintain year-round contact with interested sources. Using start-up funds responsibly and effectively will lay the foundation for getting larger funding and expanding staff. However, look for ways to develop a more diversified financial base rather than depending on government or foundation grants.

Establish an Advocacy Position

While it may be correctly assumed that the main issue to be addressed--getting women into the virtually all-male industry--will be the target of the advocacy effort, it is well to clearly define the organization's advocacy posture. The focus should be reflected in media activities and in other program actions. CEP carried out a multifaceted advocacy role which was strengthened by developing a working relationship with Federal, State, and local governmental agencies responsible for enforcing EEO policies and developing training standards, with mine owners, and with the national labor organization for mine workers.

The advocacy role should not be perceived or pursued as an adversary and hostile role. Although CEP in 1978 filed a complaint with OFCCP against 153 coal companies and mines representing half of the Nation's coal production, and subsequently monitored the compliance activities of OFCCP and TVA, it also gained the support of these agencies, other Federal and State agencies, and some mine owners as well. (The complaint resulted in OFCCP targeting the Nation's entire coal industry for a concentrated review based on its apparent pattern of sex discrimination.) CEP established itself as a "legal"

clearinghouse for attorneys working on lawsuits filed by women against coal companies. It also had the pledged support of the American Civil Liberties Union (ACLU) to assure legal representation for women who had potentially strong class action lawsuits against large coal companies.

While similar legal actions may not be practical for other organizations, it is important to emphasize that the goal of such programmatic advocacy is to seek the cooperation of others and to open doors for the target women. CEP's advocacy eventually gained strong cooperation from TVA in policing its own coal contractors to assure that they developed affirmative action plans and ceased discrimination against women in hiring and other conditions of employment.

CEP strengthened its advocacy through the support of the United Mine Workers of America. The UMWA unanimously adopted a resolution in 1978 supporting its "sisters who are trying to achieve greater opportunities for women in the coal industry." Another example of advocacy was the assistance of organizations such as the League of Women Voters which sponsored a meeting that brought together miners, women seeking mining jobs, and representatives from industry, human rights agencies, and Federal departments such as OFCCP, Interior, and TVA to consider ways to end the pattern of sex discrimination.

The spirit of cooperation that was forged through the advocacy efforts of CEP provides examples of strategies for other organizations working on behalf of women and with women to promote opportunities in blue-collar industries.

Develop Support Networks

Media activity very likely will have attracted women interested in or affected by the advocacy effort. This can trigger the beginning of a support system. Support teams or networks are particularly important for women in nontraditional jobs. The "first" women pioneering in the field usually feel isolated and need opportunities to meet with other women who are also isolated. They find encouragement when they can exchange stories of their experiences, discover commonalities, share victories, and strategize to solve problems. They also can find the support of existing organizations, including unions, a boost to their will to succeed on the job. It is important also to attract the support of males who are sensitive to the needs of women.

A number of activities can generate support, such as:

- Holding small group meetings,
- Participating in a union,
- Holding a conference,
- Formalizing a national association, and

- Publishing a newsletter.

Holding small group meetings--A few women can have considerable impact if they organize or structure their activity and keep themselves informed on the issues. This can be done through monthly information and education meetings with speakers or resource persons focusing on various topics. For example, a lawyer can explain legislation prohibiting discrimination; an EEOC compliance specialist can explain the procedures for filing complaints; or a representative from a local civil rights or human rights organization might explain the services available. These meetings can serve a dual role: group members learn from the speakers, and the speakers learn about the problems that group members face.

Participating in unions--One way to gain union support is to urge women to participate in their union, if there is one. Even if there are only one or two women working in a particular area among hundreds of men, their active participation may enlist the union's full support. It may also be helpful to meet with union leaders, preferably together with women union members, so the leadership will understand the problems women are facing and their need for support. Learn about the union contract and constitution in order to help the women understand their rights. Learn also how union politics work. If support is not gained through national officers perhaps that goal can be accomplished through a governing board made up of district representatives. Whichever route is accessible and effective--from locals all the way to the national body--getting union support for women members is a most important step.

Holding a conference--After the effort has spawned the networking of a number of local groups, it may be useful to hold a regional or nationwide conference, so that members of local groups can exchange information and ideas and formulate strategies. Based on the experience of CEP, a national conference also provides an opportunity for informative workshops as well as national visibility of the organization's purpose. CEP's first conference was the forerunner of meetings on an annual basis, when issues such as health and safety, sexual harassment, and 24-hour child care were the focus of attention. The cumulative experiences of the women brought forth recommendations for problem solving in that setting.

Formalizing a national association--Often the product of a first national conference is the formalization of an umbrella group which can serve as a clearinghouse for local groups. The support group for CEP (the Coalmining Women's Support Team) played a key role. The more experienced women miners worked with other women trying to get or keep mining jobs. The peer support was forthcoming after questionnaires were sent out to solicit support

and to determine the level of interest the women miners had in helping other women.

Publishing a newsletter--A newsletter can be an informative as well as a supportive system for women who feel isolated in an occupation or industry. But it can also be a valuable resource to all women who have a common interest in an occupation, an industry, or other aspects of employment. CEP published a monthly newsletter (the Coalmining Women's Support Team Newsletter) with information directed to women miners and their supporters. It was a tool to help them keep in touch with each other and to share problems as well as victories.

Design Training Components

One of the most effective ways to help women gain access to an occupation or industry is first to make sure there are women qualified for the jobs. This may be a problem in nontraditional industries, especially where training requirements exist, because women have had difficulty getting into their training programs. Therefore an important step is to develop a program to prepare women with the proper training and certification. Another reason for developing training programs geared to women is to respond to their special needs since such considerations generally are not a part of programs that serve males primarily.

The development of a training program for potential women miners was crucial. Effective October 1978 the Federal Government, through the Mine Safety and Health Administration, for the first time required all entry level miners to take a minimum of 40 hours of safety training. A training class for potential women miners included the safety training and also offered an opportunity to provide information in such areas as legal rights. It is especially important for women who are entering a traditionally male field to understand the legal protections they have if they are being discriminated against on the job.

CEP considered other needs of women which would be addressed in the training. The first women in the mines faced special problems such as sexual harassment by coworkers who were not accustomed to having women working with them. Because of a traditional culture, many women have not been exposed to various tools while growing up and therefore are not familiar with tools used in coal mines. An introduction to the fundamental names and uses of such tools helped women overcome initial problems they faced in the mines. The traditional orientation courses had not covered tools and their uses.

Another consideration was that women generally have not been trained to use and develop upper body strength which men often have developed as a part of growing up. However, it had been proven that women can, in a very short time, overcome these

weaknesses by learning the "tricks" of weight distribution and learning, through self-development programs, to gain the needed strength. Finally, a training program helps to ensure that well-trained women make the breakthroughs by taking the first jobs, making it easier for other women.

The need for special training for women as cited by the CEP experience applies to other nontraditional occupations and industries as well. The process that CEP used to develop a training manual and the training components is described to suggest how it can be adapted to other types of training programs.

- Become familiar with the occupation/industry and its "culture." Learn the technology by visiting and talking with the workers, male and female, talking with union representatives and company officials, touring the worksites, and reading extensively about the occupation/industry in industry publications, technical journals, union publications, and other sources giving historical and current perspectives.

- Learn about training requirements. This can be accomplished by contacting government agencies at national, State, and local levels. Understand the coverage of Federal versus State laws. A starting point for this type of information might be the education and training division of the respective State departments of labor.

- Make an in-depth analysis of the training needs of women. Consider the worksite environment, special clothing, tools, and equipment, but, most important, speak with women about their experiences in training: How would they change it? What problems have they had? Do they perceive those problems to be different from those of men? Also ask questions of men in the occupation/industry, training specialists, supervisory personnel, safety specialists, and pertinent Federal agency personnel to hear their perceptions of training and how it affects safety and productivity.

Begin developing and structuring ideas gained from this process into broad categories. For example, strength--how some women are not used to doing heavy physical labor and need time to adjust to it, while other women are used to heavy labor from farmwork, working in factories, or carrying children and doing housework, yet many feel some reluctance about doing nontraditional work. An area which most women in nontraditional work identify as a problem is sexual harassment. Other areas that CEP and women miners saw lacking were knowledge of the law and how it works regarding discrimination in hiring and on the job, union rights and responsibilities, and how to communicate directly and assertively. As the training needs were identified, the training components were designed through the development and collection of materials.

Suggestions for developing a nonsexist training program, based on CEP's experience, are in Appendix A.

Develop and Collect Training Materials

After tapping all sources to collect or reference available materials, consider what educational aids need to be created. Seek the cooperation of Federal and State officials to be sure of the accuracy and adequacy of regulatory coverage and to be aware of any State education and training requirements. Also solicit the help of industry leaders, union officials, and women working in the nontraditional occupation/industry. Utilize existing materials whenever possible.

CEP acquired some of its training materials by simply revising already developed materials regarding mine safety. Using as a base a set of instructor's lesson plans, changes were made to direct the safety instruction to the trainee and to change sexist language and pictures to reflect that workers are women as well as men. For other parts of the training, CEP identified some useful materials but also had to develop totally new resources. Women miners were a vital source of information for the creation of the printed as well as audiovisual materials. CEP developed videotapes primarily to share stories of the worklife of women miners.

The training for women miners, reflected in the following components, suggests the contents of training for women seeking to enter other blue-collar nontraditional industries.

-- Pretraining preparation/orientation meetings.

-- Required safety instruction. (CEP provided 40 hours of federally required instruction. See contents outline of training manual in Appendix B.)

-- Panel discussions by women miners.

-- Support group meetings (including videotape presentations).

-- Tricks of weight distribution (technical and practical aspects with opportunity for students to practice).

-- Assertiveness training.

-- Tool identification and use--a course with practice time.

-- Upper body strength development.

-- Panel discussion by union representatives, with question/answer session to follow.

-- Women and work--information on how employment affects social security, credit. Sharing of experiences regarding changes in home responsibilities, and positive ways to deal with them.

-- Employee rights under Federal and State law (with opportunity for students to role play the use of discrimination complaint procedures).

-- Review sessions.

-- Two-part evaluation process: (a) formal written and informal evaluations by participants to express opinions on strengths, weaknesses, and specific additions/subtractions needed for future training courses; and (b) written tests to be used to help staff determine areas where students demonstrate need for further study or indications of need for further study, or indications of need for shift of training program emphasis.

-- Followup support group sessions.

CEP developed a training manual to be used by participants in conjunction with hand-outs and special pamphlets. Although the manual and the entire training program were directed toward women, CEP learned from male and female miners that both sexes could benefit from the training. The contents outline of the training manual is included as Appendix B.

Recruit and Screen Applicants

CEP staff were aware that there is no easy, conclusive formula for determining who might be a good candidate for a job. Each woman must be considered individually, with her own individual combination of personality traits, background, experiences, and attitudes. An important thing to remember in screening women for jobs is that the person making the decision must be careful not to stereotype people.

To recruit women for training and employment, CEP publicized the training program through the media. Contacts were made also with community-based private and public sector agencies including women's organizations, civic groups, schools, unions, and human service agencies to elicit their support in recruiting women. Personal visits were made to some of the agencies and letters were sent to others explaining the project objectives; included was a questionnaire to solicit assistance in recruiting women and to request involvement as a support team. CEP did not go into the community to recruit women on a one-to-one basis.

The following process was used by CEP to screen applicants for coal mining jobs.

-- Initial interview with employment coordinator,
-- Followup interview with employment coordinator,
-- Final interview with staff members/miners,
-- Job references,
-- Reaction to the workplace,
-- Final decisionmaking.

Some women who thought they were interested in coal mining as a career were not clear about whether it was something they seriously wanted to pursue. Therefore, it was important to schedule at least three interviews before references were checked and a decision made about final candidates for the training program.

Initial interview--The employment coordinator did not concentrate on getting a great deal of information at this initial meeting, but rather emphasized providing as much information as possible about women in mining and about the activities of CEP. The reason for this was to make sure that the woman understood clearly what she potentially would face as a miner. The positive side of a mining career was stressed, including the high pay rates, the growing numbers of women miners, and the changing attitudes about women in nontraditional jobs. The negative but realistic aspects pointed out were the possibility of sexual harassment by male coworkers, the difficulty of being accepted, the hard work and very real dangers of mining, the possible opposition by relatives and friends, and the fact that it may be a long and difficult battle to even get a job. Finally it was made clear that CEP and other groups of women would provide support to make the way easier and to help defend the applicant's rights.

CEP found that women who were not really serious about coal mining as a career, or who had not considered all aspects of the job, usually backed out at this point.

Followup interview--After the applicant had an opportunity to think about the information provided, if she still expressed strong interest, the employment coordinator scheduled a second interview. At this meeting the coordinator concentrated on getting a thorough and complete background, and information about the applicant's current status. This data included job history, family background, nonemployment-related skills, education, current living situation, and attitudes about work, family, and nontraditional jobs.

It is important to get as much information as possible about the potential mining candidate; it will influence whether the woman is accepted as a trainee and whether she will have the potential to succeed as a miner.

At this meeting the coordinator took the opportunity to observe the applicant closely as to her ability to make herself understood and to note generally how she handled herself. An

attempt was made to put the woman in contact with others in her area who were seeking mining jobs, a positive move to create as many support groups in communities as possible, since the process of actually getting a job can be long and frustrating.

Final interview--The employment coordinator compiled and maintained a file on the applicant beginning with the first meeting, which the entire staff reviewed. Before the final decisions were made, a meeting was scheduled with other staff members, with at least one woman miner sitting in. This meeting was especially important to get the reaction of other people to the applicant. While the coordinator attempted to remain objective, the feeling was that no one person should make the final decision. Having a woman who is a miner sitting in on the interview provided an experienced opinion; she could recognize qualities that the staff might not consider.

Job references--After the staff screened the applicants down to the ones they felt had the best potential, job references were checked. The applicant was asked about previous jobs, and the staff took comments into consideration when checking the references. The references were, however, important in finding out whether the applicant was a good worker, how she related to other workers, and whether she had a pattern of moving from job to job, and for what reason.

Reaction to the workplace--There were individuals--both male and female--who seemed right for mining, who had all the right background and experience, and who really wanted to work, but then quit after going underground for the first time. Most people have never been in the mines before, and though they have a mental image, they do not really know what it is like inside a mine. For this reason, before time and money were invested, it was important to give the woman a chance to see what it is like inside a mine where she might be working. If a woman is going to be totally upset by the experience and decides it is not something she can cope with, it is best to find out before her training.

Final decisionmaking--The final decision was based on all the information obtained about the applicant, the staff's combined impression of her, job references, and the applicant's attitudes. Staff who made the final decision about the CEP trainees were the employment coordinator, project director, and training coordinator, with serious consideration given to input from the woman miner.

Some points, both positive and negative, to be considered in making the decision during the screening process relate to:

- Age and physical size,
- Physical condition,
- Family history,

- Employment history,
- Nonjob-related skills/experience,
- Personal attitudes.

Age and physical size--Age is not a determining factor if a woman wants to be a miner, with the obvious exception of extremes one way or another. Young women are going into mining as a good, potential lifetime career. Older women have gotten into the field after years of being unemployed or underemployed, because they need a job that pays well. Size, again, is not a determining factor, since, due to mechanization, miners no longer need to be large and "muscular" individuals. It should be recognized, however, that a mine operator who has never hired a woman would probably hesitate to hire one who is very small.

Physical condition--A woman, as well as a man, must be healthy and in good physical condition to survive in a mining job. Therefore, someone with a history of frequent illness, who has missed work consistently because of sickness, should probably be discouraged from mining, and would not be a good candidate for the training program.

Family history--A woman who comes from a "coal mining family" or whose father, brother, or husband is or has been a miner is likely to be aware of mining conditions and what the job entails. Such a woman would be more aware of mining's positive and negative aspects, and is probably already psychologically prepared, which is often the hardest barrier to overcome. This is merely a "plus," however, and is not to say that a woman whose background did not include family members in the mines would not be a good candidate.

Employment history--It is to a woman's advantage if she has held jobs that required physical stamina. She would be more aware of what mining is like, and would have proven that she could perform tasks that require her to make decisions, since this is important in the mines. It is an advantage if she has formerly been employed in nontraditional work.

The interviewer, however, must be thorough in documenting exactly what the woman's former jobs entailed as far as duties and responsibilities are concerned. Job descriptions do not always give an accurate picture of what the person actually did, and therefore must be explored thoroughly. The woman does not always think to tell the interviewer details of her job because she does not realize the importance. Even women with a limited paid work history may have acquired domestic or physical skills that are easily transferable for nontraditional job requirements.

Nonjob-related skills/experience--Women have, historically, failed to realize the value of skills and experiences they have acquired that were not gained through "paid work." Many women

have, however, learned a number of skills in day-to-day life. Some women have the ability to drive tractor-trailer trucks and repair engines, skills learned from husbands or brothers. Women who work as homemakers often learn plumbing and carpentry skills, lift heavy loads as a matter of routine, and make crucial decisions under emergency conditions.

When interviewing candidates, be especially careful to find out about nonemployment skills; they are helpful to include on job applications especially when a woman's background would not clearly show by "paid" work experiences that she could do the mining job.

Personal attitudes--This category is one of the most important in determining whether a woman might be successful at mining. It is also the most difficult to evaluate and come to any clear conclusion about. Basically, it is important to look for a woman who is stable and whose motivation is simply that she needs and wants a job that pays well. How to determine stability and motivation is the difficult part.

A woman who has "a chip on her shoulder" about life in general and men in particular would probably not cope well in the mines. Developing a good working relationship is important, and working well with others is essential to the woman's safety and the safety of others. Therefore, someone who gets angry easily and reacts without thinking would be screened out, no matter how good her other points.

Determination is an important quality in a woman who wants to get into mining. Since women are usually given a rough time by coworkers at first, they need determination to stick it out and show the men that they will not be forced to quit. Though this is a hard quality to define and spot, it can usually be assumed that a woman who has managed to keep herself and/or her family together through hard times and in the face of obstacles has determination --for instance, a woman who has gone through divorce and has sustained herself and made a new life; or a married woman who has, after years of homemaking, gone back to school or gone back to work.

Expressions from women miners themselves are that the women who have lasted in mining and who enjoy what they are doing are those who have maintained a sense of self-esteem, not allowed themselves to respond emotionally to harassment, have been able to hold their ground firmly when challenged, and have basically shown the men that they are there simply because they want and need to work, and they do not intend to leave. There is no doubt that these women have to be emotionally very tough.

Conduct the Training

The Women's Bureau demonstration training program conducted by CEP utilized a combination of training materials, supportive instructors, women miners as resource people, and frequent opportunities for participants to practice what they were learning. The training coordinator enlisted the help of consultants and others to conduct the training. A certified State instructor conducted the 40 hours of required safety training. Also, a company released two women miners from work (with pay) to serve as teaching assistants.

The schedule of the 2-week training program was implemented by CEP as follows:

Day 1

8:00 - 2:00	Safety Instruction
2:00 - 4:30	Staying Healthy/Nutrition Practicing preventive health care through proper diet
4:30 - 5:00	Wrap-up

Day 2

8:00 - 2:00	Safety Instruction
2:00 - 3:30	Panel of Women Miners I Getting the job What it's like to be a miner Changes in lifestyle
3:30 - 5:00	Tool Identification Basic understanding of tools and their use

Day 3

8:00 - 3:00	Safety Instruction
3:00 - 5:00	Women and Work Tenant rights; property rights Getting credit Social security benefits; wills; retirement Medical benefits; pregnancy laws

Day 4

8:00 - 3:00	Safety Instruction

3:00 - 4:30	Support Group I Discussion led by women miners; participants talking among themselves: Why am I here? Where can I receive support?
4:30 - 5:00	Review Session

Day 5

8:00 - 3:00	Safety Instruction
3:00 - 5:00	Physical Conditioning/Tricks of Weight Distribution

Day 6

8:00 - 3:00	Safety Instruction
3:00 - 5:00	Assertiveness Training/Communicating with Confidence

Day 7

8:00 - 3:00	Safety Instruction
3:00 - 5:00	Physical Conditioning How to increase upper body strength

Day 8

All day	Mine Tour

Day 9

8:00 - 9:45	Panel of Women Miners II How to deal with family and community nonsupport How to deal with sexual harassment
10:00 - 12:00	Mock Interviews Participants with coal company operators or personnel
12:00 - 1:30	Lunch, informal discussions
1:30 - 3:30	Film, "Harlan County, U.S.A."
3:30 - 5:00	Panel of Harlan County Women Who Appeared in the Film Discussion of the Brookside strike What has happened since then How did the UMWA relate, give support

Day 10

8:00 - 9:00	Review What have we learned?
9:00 - 10:00	Written Evaluation of the Training Session by Participants What did you like? What didn't you like? How would you change it?
10:00 - 10:30	Break
10:30 - 12:15	Support Group II What being a miner may mean to me Plans for followup meetings after the training program
12:15 - 2:00	Lunch, Informal Discussions
2:00 - 3:00	Union Rights & Responsibilities Led by representatives from UMWA and SLU
3:00 - 4:00	Post Test Measuring what we have learned during the 2 weeks
4:00 - 5:00	Graduation/Celebration

Assist in Finding Jobs

Prior to training, CEP identified and talked with the directors of personnel offices of the mid- and large-size mining companies, where the hiring potential was greatest. CEP ultimately discussed employment possibilities with the mine owners themselves because the middle level officials usually did not make decisions about hiring. This practice, however, varies from company to company and from industry to industry.

A list of the mines contacted, including their addresses, telephone numbers, and locations where applications were to be taken, was compiled for use after the training was completed. A sample form is included as Appendix C. See Appendix D for a checklist of suggestions for making job applications at coal mines and a form for recording applications.

CEP also helped women do their own job search. Because women reported that they had been asked inappropriate questions during job interviews, CEP helped women organize themselves to go to the mines to apply in twos and threes so they would have witnesses. An application form was developed so that women could fill it out and leave it at the mine's employment office in the event they

were refused one of the company's application forms. A copy of the job application form is in Appendix E. Legal advice was secured when women wanted to file complaints of discrimination.

Finally, experience has shown that program operators should consider placing more than one woman at a time with a particular company since the presence of a few other women may be extremely supportive.

Provide Ongoing Support

CEP kept in contact with the coal companies to be aware of vacancies and also arranged for legal backup to support the women who continued to be discriminated against.

It is essential to develop a placement followup and support program. Have followup support meetings for trainees so they can continue to support each other, especially through the early and very likely difficult days. Encourage those who are still looking for jobs to participate in meetings and urge the newly hired workers to contact any members of the support team when needed.

The final step of providing ongoing support may very well be a crucial element in the overall success of the program. The support activities assist not only the newly hired workers but the employers as well. In a very real sense, the bridge to understanding the needs of the employees and employers depends upon the strength of activities carried out during this final step.

APPENDICES

A. Suggestions for Developing a Nonsexist Training Program

--Exhibit A. Use of Nonsexist Language.
--Exhibit B. Some Myths About Women in Mining.
--Exhibit C. Role-Play Situations.
--Exhibit D. Using Women Miners as Resource People.
--Exhibit E. Safety.

B. Contents Outline of Training Manual

C. Information on Local Mines (form)

D. Checklist of Suggestions for Making Job Applications at Coal Mines

--Form for Recording Applications

E. Job Application Form

SUGGESTIONS FOR DEVELOPING A NONSEXIST TRAINING PROGRAM

1. From examining your training materials and listening to the lectures of your instructors, is it possible to know that there are female as well as male miners? Do the written materials and the instructors use both "he" and "she" when speaking about a miner? This may seem trivial or "nitpicking" to male instructors, but the women in the training programs really notice this. See Exhibit A for examples.

2. In training, do you talk about the fact that women have long been, if only recently noted, a part of mining? Exhibit B presents a few facts.

3. In training, do miners get a chance to role play potentially troublesome situations that frequently arise in the mine, such as a man trying to "help" a woman do her work or a woman being afraid to learn new equipment? See Exhibit C for elaboration.

4. If your training program uses outside resource people, are women, and most especially women miners, included in this group? When women are entering a mostly male work force, their confidence in their own abilities can be bolstered greatly by "role models." Exhibit D may given you some ideas.

5. As a part of your training, do you include a body mechanics segment that gives all miners the opportunity to practice safe lifting and carrying techniques? Are women encouraged to practice safely utilizing their full strength, as are men? Are instructors and miners (men and women) given an opportunity to talk about the many ways women have proven their strength? (Examples: lifting and carrying children, factory and farmwork, many household chores.) Are strong women presented in a positive rather than negative light?

6. On the other hand, is it made clear in your training program that women miners do not have to constantly outwork every man in their section to prove they're earning their pay? Are both men and women encouraged to figure out how an especially heavy moving job could be broken down into parts for safer, more effective lifting and carrying?

7. Does every man and every woman become familiar with the mine's chain of command during your training program? Does every woman know to what person she should make complaints, including discrimination complaints? Does every man have this same information?

8. Are you confident that your training instructors and section supervisors have a positive attitude regarding the potential value of women miners? Are you confident that they do not limit women miners by their expectations or harass them by unreasonable, unequal demands? Effecting attitude change is often very difficult. It seems that, at least sometimes, attitude change follows behavior change. So, if top level management solidly supports women in the mining industry and backs up that support by strictly enforcing rules that women miners are not to be belittled/harassed, other management personnel and workers will follow suit. And if you aren't top level management, perhaps you could help them see that it's certainly to their (legal and human) advantage to support women miners!

9. Does your training program make as much of an attempt to keep up with changing social mores and the changing needs of miners as it does to keep up with changing mining technology? Does it address, for example, sexual harassment in the mines? Do you assume that males and females come into mining with the same kinds of knowledge, without considering differing patterns of socialization? For example, generally men have grown up learning the names and uses of basic tools, while women have not. Yet, this "deficiency" can easily be compensated for by a brief introduction to the names and uses of basic mining tools. See Exhibit E.

10. How are you using women miners at your mine to help you improve your program for future women miners? Have you talked to women miners to see what changes they would make in the training they went through at your mine?

EXHIBIT A

Use of Nonsexist Language

a. "The miner today is a trained professional. He or she intelligently discusses and considers safety and production matters that relate to one of the more successful industries in current history."

From "Introduction to the Work Environment" written by Coal Employment Project in cooperation with the United States Department of Labor.

b. "Jean didn't know who was missing. The explosion at Two West had left her section in general confusion. The mine emergency plan was to meet at the dinner hole.

"After the explosion, those at the dinner hole included J.D., the continuous miner operator, and Johnny his helper; Lois, the roof bolter; and Mike, the general laborer. Then there was Al, the section boss, who was unconscious. But where were Raymond and Colleen, the shuttle car operators? And how about Tom, the roving trouble shooter?

"'Send in a rescue team,' Jean told the dispatcher. 'Two people are still unaccounted for.'"

From "Transportation and Communication" written by Coal Employment Project in cooperation with the United States Department of Labor.

These are two examples of simple, but very important revisions you can make in your training materials. The first example illustrates the use of "he or she," which of course could also be "she or he" or "s/he." However you write it, it clearly shows the miners can be either male or female.

The second example, by use of names, shows that a typical section crew may contain one or more women. It also portrays a woman miner in a positive way (acting responsibly in an emergency).

EXHIBIT B

Some Myths About Women in Mining

MYTH 1: There were no women coal miners before 1972 and 1973.

FACT: As long as mining has existed, women have always worked in family mines.

MYTH 2: Besides family operations, no women ever worked in the mines before the 1970's.

FACT: Wrong again. During World War II, many women worked in the mines, but as far as we can tell, gave up their jobs to returning veterans.

MYTH 3: Besides family operations, and besides wartime, no women worked in the mines until a few years ago.

FACT: That's not true either. During the period of slavery in the United States, women slaves, as well as men slaves, worked in the mines.

MYTH 4: The United States is the only country where women have worked as coal miners.

FACT: False. Women have mined in Wales and in France--as long ago as in the 1800's.

EXHIBIT C

Role-Play Situations

A CASE OF CHIVALRY

(1) Woman stoops to pick up a crib block (support timber)

Man: Oh, here, let me do that lifting for you--you don't need to be breaking your back.

Woman: (Looking at crib block and mumbling) Uh, well, I guess if you want to....

Possible outcomes:

1. Man does the lifting and is friendly to the woman.
2. Man lifts the crib block and later complains to other workers that she does not do her work.
3. Man lifts the crib block and feels obliged to help the woman frequently; he is not able to get his own work done.

(2) Woman stoops to pick up a crib block

Man: Oh, here, let me do that lifting for you--you don't need to be breaking your back.

Woman: (Grabbing crib block away and yelling) You think I'm helpless or something? I'll show you what I can do!

Man: Well, you _____ _____ just be that way then and do it yourself!

Possible outcomes:

1. Man is very angry.
2. Man angrily walks away but treats her roughly in the future and refuses to help her when she actually needs help.
3. Man walks away angrily and complains to other workers about her, and they begin to joke and talk about her, too.

(3) Woman stoops to pick up a crib block

Man: Oh, here, let me do that lifting for you--you don't need to be breaking your back.

Woman: (Looking at man and speaking in a normal tone) Thanks for the offer but I feel like I need the practice. I want to learn to do this and figure <u>doing</u> it is the best way to learn. Thanks anyway.

Man: OK.

Possible outcomes:

1. Man walks away and lets woman work.
2. Man starts a friendly conversation.
3. Man argues with the woman but eventually accepts her statement.
4. Man tells other workers that this woman is really trying hard to do her work.

EXHIBIT D

Using Women Miners as Resource People

Here are some of the ways Coal Employment Project is using women miners as Training Program Resource People.

1. As panel participants to talk about women in mining. They can speak first-hand of their experiences: Did they have any problems doing the work? Has being a miner meant adjustments in family life?

2. As guest lecturers on specific topics, for example: How to handle sexual harassment in the mine and how to combat community prejudice against women miners.

3. As general role models, especially in the body mechanics portion of the training program. Seeing a woman demonstrate how tricks of weight distribution and correct lifting techniques can enable a woman to swing a 50-pound bag of rock dust to her shoulder is informative, as well as inspiring!

EXHIBIT E

Safety

Sometimes, the differing socialization patterns of men and women can work to an advantage in the mines. For example, there is some evidence that suggests that women are more safety conscious, and that when women enter a particular mine, the accident rate goes down. Several explanations have been suggested. Some feel that an accident in which a woman gets maimed or killed would make for worse publicity for a coal company than for a man to be hurt in the same way, presumably because we are taught to be more protective of women than men. So, much care is taken to prevent a woman from being hurt, and the mine is made safer in the process. Other people explain it by pointing out that a woman is not pressured to be "macho" and therefore is willing to point out possible dangers in the mine. Still others feel that women are conditioned to look out for safety, because they have been responsible for the care of children. Their experience in removing hazards from their child's environment presumably helps them be more safety conscious in the mine. For whatever reason, it seems that women in mining have already made a significant impact on safety.

CONTENTS OUTLINE OF TRAINING MANUAL

The training manual developed by CEP was designed to be used as a training tool as well as an information source for later reference. An overview of the contents is shared to suggest how similar manuals may be developed to address training needs of women entering nontraditional industries or occupations. The outline of each major section is followed by a brief comment on the training objective.

- Women, Work, and Discrimination

  Equal pay for equal work.
  Hiring or promotion opportunities.
  Occupational safety and health.
  Age discrimination.
  Affirmative action.
  What about pregnancy?

  (It is especially important for women who are entering a traditionally male field to understand the legal protections they have if they are being discriminated against on the job. This section summarizes the relevant Federal and State laws, suggests ways to recognize various forms of discrimination, and tells what remedies are available.)

- Work Attitudes/Communicating with Confidence

  What you say, how you say it.

  A checklist for rating yourself on work attitudes/communicating.

  A true story about a coal mining training class (told by the sole woman in a class of 25 men)

  (Work attitudes are considered to be among the most important factors in determining whether or not women miners succeed on the job. This section presents situations that are likely to arise when men and woman begin working together, such as the ramifications of chivalry on the job. It is important that women, especially those who have been taught to be passive and dependent, get a chance to practice direct communication skills. Role-playing activities are featured.)

- Body Mechanics

  Basic principles of body mechanics, including techniques for correct stooping, lifting, carrying, reaching, pushing, climbing.

  Exercises for abdominal muscles, back muscles, upper back, lower back, arms and shoulders, leg muscles.

  How to make your own weights.

  (Some tasks in the mines require lifting fairly heavy objects. Even though one has not developed "brute strength," lifting and carrying chores can be made easier with knowledge of how to distribute weight.)

- Tool Identification and Use

  Illustrations and uses of tools such as screwdrivers, saws, hammers, wrenches, nuts and bolts, pliers, and wire cutters.

  (Lack of knowledge of tools and their uses is one of the more obvious cultural handicaps affecting women miners. Technically, mining is mechanized, and mechanization requires tools for installation and maintenance. When a piece of machinery is down, miners often are asked to help out and need to be able to identify tools and their uses.)

- Introduction to the Work Environment/Mine Tour

  Coal--its formation, location, types.
  Methods of reaching coal.
  Principles of underground mining.
  Methods of extracting coal.
  Mining--hand, conventional, continuous, longwall, shortwall.
  Transportation.
  Accident prevention: what the miner can do.
  The mining profession.
  Future of coal.
  Mine tour.

  (In coal mining, as in other jobs involving some hazardous work situations, accident rates are usually highest among inexperienced workers and those who have recently changed jobs. To attempt to lower this accident rate and increase the general health and safety of miners, training programs covering the topics in this and the following sections are now mandated by Federal law. The required 40-hour health and safety training program includes first aid, ventilation, gas

detection, mine rescue, self-rescuer, mine safety law, roof and rib control, transportation and communication, mine maps and emergency escapeways, introduction to work environment, and statutory rights of miners.)

- First Aid

  Basic procedures for first aid.

  First aid procedures for life-threatening conditions--impaired breathing, foreign objects in the throat, circulatory failure, bleeding, internal bleeding, shock.

  Specific injuries--heat burns, chemical burns, chest wounds, diabetic emergencies, epileptic seizure, eye injuries, fractures/dislocations, frostbite, heart attack, heat cramps, heat exhaustion, heat stroke, hypothermia, insect bites and stings, open wounds, poisons, protruding intestines, rib fractures, skull fracture suspected, snakebite, spine fracture or dislocation, strains, stroke.

  Transportation from mine to a hospital, doctor's office, home. Carries and stretchers.

  (It is essential that miners become thoroughly familiar with the techniques of first aid. They may have to take charge temporarily of a person who is injured or ill and must make the right decisions.)

- Statutory Rights of Miners and Their Representatives Under the Act; Authority and Responsibility of Supervisors

  Federal Mine Safety and Health Act of 1977 and Title 30 of the Code of Federal Regulations.

  Company health and safety rules.
  Chain of command.
  Mine official responsible for health and safety.
  Miner representative.
  Reporting accidents and hazards.
  Inspections.
  Closing orders and compensation.
  Copies of orders and notices.
  Training.
  Medical rights.
  Exercising your rights.

(Coal miners have legal rights to safe working conditions and representation in matters of health and safety at the mine. Companies have a responsibility to maintain the safety of the mine and allow miners the opportunity to exercise their rights. This section outlines those rights and responsibilities.)

- Self-Rescuers/Respiratory Devices

What is a self-rescuer? When is it used?
The effects of carbon monoxide.
What makes up the self-rescuer? How does it work? What are its limitations? How is it used? How is it tested?
Respiratory devices--When do you wear a respirator?
The parts of a respirator--how they work.
The respirator's limitations--how you wear it, changing filters, maintenance.

(This section describes the legal requirements for self-rescuer units, the types of self-rescuers, and how to use these small gas respirators designed to protect miners against carbon monoxide, a deadly poisonous gas found in mine air after an explosion or fire.)

- Transportation and Communication

Entering and leaving the mine--how to know if someone is missing.
Moving people in the mines--equipment for moving, hazards, Federal regulations.
Moving coal and supplies in the mines--moving equipment hazards.
Communication and directional systems.

(Efficient transportation and communication procedures below ground are critical for safety during work and for rescuing injured persons. This section deals with both by stressing prevention of accidents through elimination of hazards, as well as procedures and equipment required by law.)

- Mine Map Escapeway, Evacuation, Barricading

Emergencies, communication procedures, escapeways, evacuation, fires and firefighting, barricades.

(Emergencies in a mine generally result from explosions, fire, gas, loss of ventilation, flooding. Coal miners must be able to recognize an emergency quickly when it occurs.)

- Roof and Rib Control

  Mine roof falls.
  Inspection and testing methods.
  Roof support devices.
  Roof control plans.

  (Roof falls are the cause of more than half the fatalities in underground coal mining. This section introduces miners to methods used to prevent the roofs and ribs of coal mines from collapsing, the causes of roof and rib falls, and what can be done to prevent them.)

- Ventilation

  The purpose of ventilation.
  Ventilation systems.
  Mine resistance.

  (Ventilation, the forced movement of air through the mine to provide an adequate supply of uncontaminated air, directly affects the health and safety of miners. This section stresses the importance of ventilation in preventing gas and dust explosions, describes the various ventilation systems, and summarizes Federal requirements.)

- Health

  Dangers from dust.
  The noise hazard--monitoring and control.

  (Deals with the effects of and protection from two major health hazards in underground mining.)

- Clean-Up and Rock Dusting

  (This section discusses the need for "housekeeping" in the mines to keep them clean and safe, thereby preventing fire and explosions, safety hazards to workers and equipment, and ventilation problems.)

- Hazard Recognition and Avoidance

  Causes of accidents.
  Handling of material.
  Lifting, mechanical aids.
  Common mine accidents.

(In mining, as in many other industries, people work together with machines in a hostile environment, facing hazards that can lead to injury, disability, or even death. In order to prevent mine accidents, the people, machines, and other factors which can cause accidents must be controlled. This section suggests that it can be done through education and training, good safety engineering, and helpful enforcement.)

- Electrical Hazards

  Fundamentals of electricity.
  The human body and electrical shock.
  Effects of electricity on humans.
  Electrical accidents.
  Rescue techniques--electrocution.

  (Underground mines, as well as other types of mines, use a large amount of electrical power. Such machines as shuttle cars, roof bolters, continuous miners, locomotives, and hoists all operate electrically. Smaller amounts of electricity are needed for lighting, pumps, telephones, and other equipment underground. Most mines have an electrical distribution system; consequently, power lines, switches, transformers, and various cables, wires and other electrical equipment are located all through the mine. Miners must be able to recognize and avoid electrical hazards.)

- Mine Gases

  (Discusses the serious hazard of methane gas, how the loss of oxygen occurs in mines, the effects of oxygen deficiency, Federal laws regarding the amount of oxygen that must be present, and how, when, and by whom the tests should be made.)

INFORMATION ON LOCAL MINES

Name_____Phone No._____

Name of Mine Visited_____

Date of Visit (or call)_____

Directions to Mine or Mine Office (SPECIFY WHICH)_____

_____

_____

_____

Name and title of person(s) you talked to (owner, supervisor, mine superintendent, etc.)_____

_____

What did the person say about job openings, and specifically about you getting hired?_____

_____

_____

Were people friendly or unfriendly? Did they seem like good people to work with?_____

_____

Fill in as much of the following information as you know: How many people are working there? _____ How many different mines does this company own?_____ Are they surface or underground?_____ Who is the owner of the mine? _____ Who is the person in charge of hiring, specifically?_____ Is this a union mine?____

Do you know anyone who works at this particular mine who might be willing to let us know if new, inexperienced people are hired (we don't need to reveal their name, assuming this would endanger their job)? If so, will that person contact you if any new hiring is done? _____

_____

Any other comments: _____

_____

_____

CHECKLIST OF SUGGESTIONS FOR MAKING JOB APPLICATIONS AT COAL MINES

(NOTE: The following checklist suggests things to do, questions to ask, etc., when putting in applications at coal mines. Since each set of circumstances is different, you may not get a chance to get all this information at each place. Just use your own judgment and find out what you can.)

1. Make note of the name, address, and phone number of the mines.

2. Make note of the date you went there or called. This is extremely important! If you go to the same mine more than once, make note of the date each time you go or make phone contact.

3. Always take at least one person with you who can be a witness to what is said and when you put in your application.

4. Go in and ask for an application. If they say they don't have applications, give them one you have already filled out.

5. Make sure you make it clear you're applying for a mining job, not a secretarial job.

6. Make note of the name and position of the person to whom you talk. If that person refuses to give you an application or to take the one you have already filled out, ask to see the supervisor or someone in charge.

7. If the person refusing to take your application is the person in charge, leave quietly.

8. If they say they're not hiring "right now" or that they have men laid off, tell them you'd like to put in an application anyhow, for the time when they do start hiring.

9. If they ask about experience, admit that you don't have any, but that you're applying for an "entry level" or "new miner's" job. Also, stress any experience or skills that you feel are helpful.

10. Assuming you've gotten that far, try to talk to the person in charge of hiring, or find out that person's name.

11. Try to find out the name of the owner of the mine and how many employees are there (this may be tricky).

12. Try to remember exactly what you are told and write it down as soon as possible, along with the other information above. It's important to document all this.

Maintain your cool at all times! Many times, these people will try to intimidate you, but it will do no good to get in a shouting match, and have them say later that they wouldn't hire you because you're a hothead. Stand firm but polite, and know when to leave. By the way, if the road to the mine is posted with a "No Trespassing" sign, you have a right to proceed since you have official business at the mine.

RECORD OF APPLICATIONS

Name of Mine _____ County _____

Date	(Check one) Visited	Called	Name of the Person You Spoke to	(Check one) His/her attitude was: Cooperative	Uncooperative	Did they accept your application? Yes	No	Did they seem interested in hiring you?

JOB APPLICATION FORM

Name & Address of Mine: _____

Name: _____ Phone: _____

Address: _____ SS # _____

Educational Background: (List highest grade of school completed, plus any additional training, etc.) _____

_____

_____

Work Background: (List last two employers)

Name of Employer: _____

Address of Employer: _____

Time Worked There: From _____ To _____

Job Title and Specific Tasks Performed: _____

_____

_____

Reason for Leaving: _____

Name of Employer: _____

Address of Employer: _____

Time Worked There: From _____ To _____

Job Title and Specific Tasks Performed: _____

_____

_____

Reason for Leaving: _____

List any other skills or experience you feel is relevant: _____

_____

_____

(Signature) _____

(Date) _____